DOCUMENT RESUME

ED 101 125 CE 002 871

AUTHOR	Dixie, Theodore C.; Welch, Frederick G.
TITLE	Alternate Plans in the Event of Work Interruption: Cooperative Vocational Education in Pennsylvania. CVE Monograph No. 2.
INSTITUTION	Pennsylvania State Univ., University Park. Dept. of Vocational Education.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.
REPORT NO	CVE-Monog-2
PUB DATE	Jul 73
NOTE	30p.
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	*Cooperative Education; *Educational Problems; *Job Layoff; On the Job Training; *Vocational Adjustment; *Vocational Education; Vocational Education Teachers; Work Experience Programs

ABSTRACT

To help solve the problem of student layoffs during training, the study sought effective alternative methods and processes, as used by cooperative vocational education (CVE), to short-term layoffs or student termination from training stations. Another objective was to determine possible steps to provide reasonable continuity in the student's educational process in the event of single industry layoff, a general recession, or the student's inability to adjust to the training station. Chapter 1 provides background information, a statement of the problems, and a systems approach to CVE using an eight-step, sequential instructional plan. Chapter 2 reviews the literature related to alternative approaches and describes some alternate approaches used by other States. A concluding summary discusses recommended alternate approaches, including relocation, transfer, assignment of projects related to the student's career objectives, in-school work activities, seasonal work enrollment, and student behavior and attitude modification. Listings of resource people, project evaluation team members, and references are appended. (Author/NH)

COOPERATIVE VOCATIONAL EDUCATION IN PENNSYLVANIA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ED101125

BEST COPY AVAILABLE

T. Dixie
F. Welch

Alternate Plans in the Event of Work Interruption

PSU Department of Vocational Education

CVE Monograph 2

ALTERNATE PLANS IN THE EVENT OF WORK INTERRUPTION

THEODORE C. DIXIE
PhD Candidate and Graduate Assistant
Department of Vocational Education

FREDERICK G. WELCH
Chairman, Undergraduate Studies and Continuing Education
Department of Vocational Education

The research reported herein was partially supported by Pennsylvania Department of Education, Bureau of Vocational Education, Cooperative Vocational Education (Part G) --

Dr. John Struck, Director
Mr. Robert M. Burchfield, Consultant

Department of Vocational Education
The Pennsylvania State University
University Park, Pennsylvania

July, 1973

ACKNOWLEDGEMENTS

The authors are particularly grateful to the various State Department staff throughout the country who aided in supplying information for this project as well as supplying names of other resource people. The resource people in particular that allowed on-site visitations and provided much input into this project are: Mr. Ralph Van Horn, Vocational Director, Penacook, New Hampshire; Mr. Robert Burrill, Cooperative Vocational Education Coordinator, Colebrook, New Hampshire; Mr. Richard Henley, Teacher-Coordinator, Dover, New Hampshire; Mr. Charlie Briggins, Cooperative Education Coordinator, Huntsville, Alabama; Mrs. Eva S. Carr, State Supervisor of Distributive Education, Alabama State Division of Vocational Education, Montgomery, Alabama: Mr. Robert Hayden, Cooperative Education Coordinator, Florence, Alabama; and a special thanks goes to Mr. William N. Rowland, Consultant for Cooperative and Distributive Education for the State of New Hampshire, for his help.

We are also grateful to the four experts who provided the evaluation of our findings. They are: Mr. David McCullough, Mr. William Fisk, Mr. Anthony Pitale, and Mr. Charles Crosson, Jr. -- especially so to Mr. Fisk who critiqued the final draft prior to printing.

Appreciation is extended to Mr. Robert Burchfield, Consultant, State Department of Education, Bureau of Vocational Education, Harrisburg, for his constant assistance in doing this research.

T.C.D.

F.G.W.

TABLE OF CONTENTS

	Page
CHAPTER I -- INTRODUCTION	1
Background	1
Statement of the Problem	2
Systems Approach	3
CHAPTER II -- REVIEW OF ALTERNATE APPROACHES	11
Literature Review	11
Alternate Approaches Instituted by Other States	12
SUMMARY	19
Recommended Alternate Approaches	19
RESOURCE PEOPLE	22
PROJECT EVALUATION TEAM	23
REFERENCES	24

CHAPTER I

INTRODUCTION

Background

The increased role of cooperative vocational education (CVE) in secondary schools has gained support from many educators. Proponents of CVE programs claim the many advantages of this type of vocational education delivery system and much of the literature lends support to these claims. Law (1970) claims that the CVE program of school-and-work can be an important motivating experience for students, especially those who have inadequate opportunities to otherwise learn about the world of work, or those who have failed to find the regular school a meaningful experience. Evans (1971) claims that the cooperative work experience education stimulates desirable attitudes toward the world of work because the work environment is extremely difficult to recreate in the classroom. Runge (1969) claims that cooperative education makes school more interesting and meaningful, fosters certain powers of retention, and motivates students' interest in other school subjects. If the above claims are valid, one would suspect that CVE programs will be implemented in almost every secondary school across Pennsylvania and in other states within the next several years.

The thrust in favor of an increased role of CVE programs in secondary schools will require coordinators at all levels of the educational system to make available to all students some vehicle for providing this type of program. Coordinators charged with this responsibility are in a difficult position. They must provide a program that is consistent with the needs, abilities, interest, and personality of

each student enrolled. Further, they are faced with the task of providing alternate programs for those students who are unable to be successful in their initial occupational choice or on-the-job training sponsor.

The failure of students to be successful may be attributed to many factors. However, these factors may be grouped into four major categories:

1. students' choices are not consistent with their abilities, interest, needs, and aptitudes;
2. students exhibit inappropriate human relations;
3. training sponsors experience short term recession that results in a reduction in force;
4. students exhibit inappropriate social behavior (i.e., unlawful acts).

The obvious question that may be raised at this point is how can a CVE program be designed that will correct the reasons of students' failure? The answer might lie in the systems approach to instructional systems.

Statement of the Problem

Pennsylvania and the other states are experiencing unprecedented growth in cooperative vocational education programs. Through the cooperative approach local school systems are depending more and more on local businesses to provide training through part-time employment. As a result of recession and/or other reasons, labor demands change greatly from time to time which might affect the training opportunities of students enrollled in cooperative vocational education programs. Students' termination

from a particular training site may be of short term duration or it may be permanent. Further, students may be terminated from a training station because of their inability to adjust to the work environment.

In the event of short term layoff or termination from a training station there is a need for a definite alternate plan of action to insure continuity of training the student. At the present time, there is little available information on alternate plans. Many school systems operating cooperative programs have this problem individually, each drawing on its own expertise. There is a need for alternate approaches which are available to all school systems. Therefore, the purpose of this study will be:

1. To seek out effective alternative methods and processes used by cooperative vocational education when confronted by short term layoffs and/or termination from training stations.
2. To determine possible steps to be taken to provide reasonable continuity in the student's educational process in the event of:
    a. a local single industry layoff where only one or two students are affected for a short period of time,
    b. student being terminated from the training station due to inability to adjust to the training station or economic reasons, and
    c. in the event of a general recession effecting many of the training stations which may eliminate the traditional approach.

Systems Approach

A proponent of general system theory -- information, cybernetics,

BEST COPY AVAILABLE

and regulation and control -- may consider this approach to CVE program a corruption of the educational process. Thus, systems analysis, systems approach, systems synthesis, and systems development are high-frequency terms in educational circles. Educators, of course, respond to these terms in different ways. Some say that they are fads and will soon disappear. Others are convinced that these terms are just new words for things we have been doing all along. Finally, there are those who believe that educational problems can be solved by the systems way.

An understanding of the theoretical definition of the term "system" may aid some in their understanding of its characteristics and thus, relate it to education. Banathy, (1968), for example, defines a system as "an entity comprised of parts which is designed and built by man into an organized whole for the attainment of a specific purpose" (p.90).

Flanagan (1970) defines a system as "the composite of related and interacting components which show a common purpose or function" (p.95). Kaufman's (1963) definition is quite similar: he calls a system, "the sum total of parts working independently and together to achieve a required outcome" (p. 37).

In this sense, anything composed of parts which work together for some common purpose can be called a "system" and an "instructional system" therefore, is a set of components working together to achieve some instructional end. By extension, any instructional program which can be broken into parts can be called an "instructional system," so every classroom teacher within a school building has an instructional system. The question that may be raised at this point is not whether instructional systems exist, but how well they serve their purpose.

Important to the notions of wholeness and relatedness is the under-

BEST COPY AVAILABLE

standing that systems do not exist in isolation but are themselves part of something bigger called "supra systems." A supra system is defined by Banathy (1968) as " a large entity, designed for a specific purpose, which is comprised of two or more systems"(p. 90). Any instructional system is certain to be a part of some supra system, and the effectiveness of the whole and the parts depends on their relatedness.

Going in the other direction, the components of any system are always themselves systems, and, viewed as part of something larger. The term "subsystem" is applied to them. This term Banathy defines as:

> A part of a system, comprised of two or more components with a purpose of its own and designed to interact with its peer subsystems in order to attain the over-all purpose of the system. (As an example, the instructional subsystem and the counseling and administrative subsystem interact by design, making up the system called the school.) (p. 90).

Applying this thinking more specifically to CVE, one might take an instructional system, that is, a system designed to produce one or more specific learning outcomes, as his reference point. Cooperative vocational education does not exist in isolation, of course, and cannot operate in isolation. It must fit into a larger system (community) and must interrelate with other instructional components in the school. Therefore, the functional relationship exists both horizontally and vertically, that is, between components within the schools and, industrial and business components within the community.

In real life, the CVE coordinator is usually concerned with the product (student) which results from the operation of a particular system or subsystem within the hierarchy, that is, he is concerned either with an individual CVE program within the classroom, or with CVE programs within the district and their relationship with the community (business

BEST COPY AVAILABLE

and industry). He will look at the particular entity in terms of the outputs intended of it and of the ways these outputs are produced. This approach requires input, process, and product. There are certain inputs into the system (students). Certain processes occur (instruction), and the inputs are connected into outputs.

Then how will the systems approach aid the CVE coordinator in his attempts to find the best alternative in aiding those students who have been terminated from their training station. Again, Banathy (1968) defines the systems approach as:

> Common sense by design. A self-correcting and logical methodology of decision making to be used for the design and development of man-made entities. Component strategies of this methodology include the formulation of performance objectives, the analyses of functions and components, the distribution of functions among components, then scheduling, the training and testing of the system, installation, and quality control (p. 91).

Corrigon and Kaufman identify six steps that will aid the CVE coordinator in seeking solution to alternate approaches:

1. Problem identification
2. Specification of detailed goals and subgoals
3. Identification and solution of alternatives for achieving the goals and subgoals
4. Design and utilization
5. Evaluation
6. Required revision (1966, p. 127)

Hayman expanded on the work of Corrigon and Kaufman and advanced the following list:

1. Analyze the relevant situation (System Analysis)
2. a. Identify the problem

   b. Evaluate

BEST COPY AVAILABLE

c. Conduct a needs assessment

d. Identify constraints, including budgetary, personnel, and facilities

e. Specify target audiences and their characteristics

3. Specify goals and objectives

4. Outline and evaluate alternative solutions

5. Work toward the optimum solution (System Synthesis)

a. Design or redesign the relevant system with specification for:

1) Materials

2) Facilities and equipment

3) Procedures and transactions

4) Supporting subsystems

b. Construct or modify system components according to the design

c. Begin operating the system according to the design

d. Conduct process evaluation

e. Conduct product evaluation

f. Assess, revise and recycle through as many steps as necessary (1970, p. 9)

Mager and Beach divided their instructional strategy into three phases, with each phase being sub-divided into subphases.

1. Preparation phase

a. Job description

b. Task analysis

c. Course objectives

d. Target population

e. Course prerequisites

f. Prerequisites test

g. Criterion examination

2. Development phase
    a. Unit outlining
    b. Sequencing
    c. Content selection
    d. Procedures selection
    e. Sequence and lesson plan completion
3. Improvement phase
    a. Comparison of performance with objectives
    b. Comparison of objectives with job
    c. Revision and tryout

The points presented by Corrigon and Kaufman: Hayman, Mager and Beach will now be clarified in terms of the "training plan" which is the most important document in the CVE instructional system. This plan outlines the on-the-job activities student-learners are to engage in, in order to reach a stated objective. To be effective, the activities should be stated in behavioral objective terms. In this way, the coordinator is able to evaluate students' progress throughout their training program.

How then can the training plan be developed into an instructional systems to obtain a given objective? This may be accomplished by following selected steps that occur during the preparation, implementation, and evaluation phase. Kemp (1971) outlines in graphic form the essential steps necessary to a well designed and sequential instructional system. Figure 1 presents graphically the element of such a design. According to Kemp, this plan is designed to supply answers to three questions:

1. What must be learned?
2. What procedures and materials will work best to reach the desired learning levels?

BEST COPY AVAILABLE

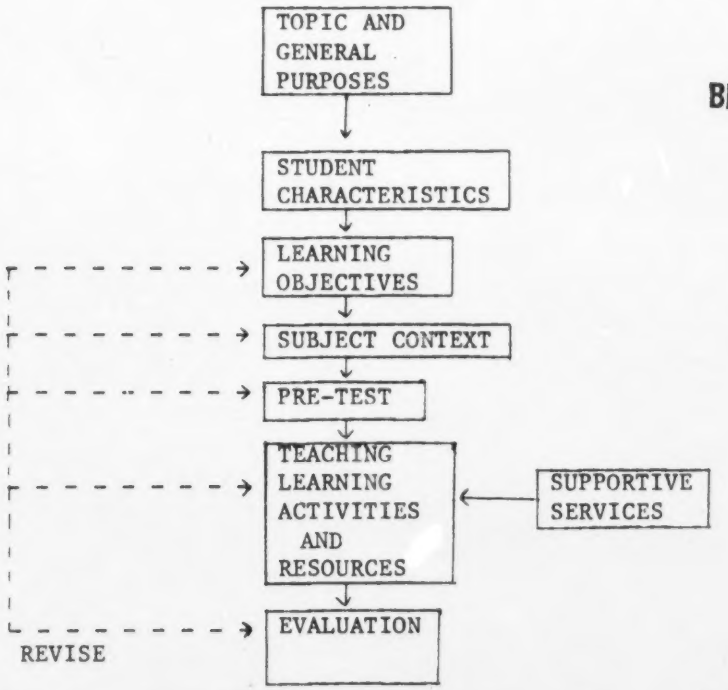

Figure 1. INSTRUCTIONAL DESIGN (Kemp, 1971, p. 18)

3. How will we know when the required learning has taken place (p. 9)?

The plan consists of eight steps:

1. List topics, stating the general purpose for each one.
2. Enumerate the important characteristics of the student group for which the instruction will be designed.
3. Specify the learning objectives to be achieved in terms of measureable student behavioral outcomes.
4. List the subject content that support each objective.
5. Develop pre-test to determine the student's background and present level of knowledge about the topic.
6. Select teaching/learning activities and the necessary instructional resources that will treat the subject content to accomplish the objectives.

7. Coordinate such support needs as budget, personnel, facilities, equipment, and schedules to carry out the instructional plan.
8. Evaluate student learning in terms of the accomplishment of objectives, with a view to revising and reevaluating any phases of the plan that need improvement.

The purpose of Kemp's essential steps is to explain and demonstrate the use of the system approach in the development of instructional systems. The developmental design described here is a set of strategies for making curriculum decisions. Therefore, the nucleus of a system for learning is its purpose. It is the purpose from which objectives can be derived. Based on objectives the coordinator must determine what has to be learned in order to insure the attainment of objectives. Next, input characteristics of the student-learner can be assessed in order to determine if he has already acquired the prerequisites relevant to his learning task. The differences between what the student-learner knows and learning task provides a set of actual learning objectives.

CHAPTER II

REVIEW OF ALTERNATE APPROACHES

As stated previously in the statement of the problem, the purpose of this study was to investigate what alternate approaches are suited for preparing cooperative vocational education student-learners for the world of work. In order that information may be located that sheds light on this problem, two modes of operation were employed: a) a search of available literature on alternative approaches; and b) communication via letters and on-site visitations to the various state departments of education and local school systems. The remainder of this section will be devoted to the results of literature search and communication with the various states.

Literature Review

The review of literature on alternative approaches reveals a paucity of information on the subject. According to Campbell and Vetter (1971):

> Traditionally there has been a time lag of as much as 50 years in the adoption of educational innovations. If this is the case, is it meaningful to talk about what the future holds for alternative delivery systems for career development and planning? It can be, with the stipulation that what is being discussed be forecast for possible futures (a number of alternatives rather than predictions of a specific future) (p. 9).

The major concern about alternative approaches for cooperative vocational education is that in many cases the present methods often do not meet the needs of all student-learners. Campbell and Vetter asked the question "How much better will the alternative approaches be?" At this point, a definitive answer is not available. For example, many of

the experimental systems developed and proposed for career guidance are not yet beyond the field-testing state. When a program has been implemented, evaluation of it as an operational possibility will need to be completed. In addition, many persons (administrators, coordinators, etc.) have to be convinced that such alternatives would make the cooperative program a better one.

Alternate Approaches Instituted by Other States

In order to determine what alternate approaches that may be appropriate for recommendation to the coordinators of cooperative vocational education programs several states were contacted. Maryland State Department of Education (Michel, 1972) reported several alternate approaches: a) secure other employment for those students who lose their job due to circumstances beyond their control. This is usually the case where those students are employed in seasonal-type occupations. When employment is terminated due to some act on the student's part, it then becomes the student's responsibility to secure other employment; b) a structure in school program is provided for each student to enter certain classes to complete the day's schedule; c) adoption of a project method training program. This program is on an individualized simulation approach using a control class situation with a control laboratory situation; and, d) where unsatisfactory progress on a job occurs and/or undesirable behavior is detected, the student is required to attend special classes which include units in the importance of job training success, employer and employee relations, etc. After appropriate remedial training, the student is again on a job if the decision made by the coordinator and counselor warrants it.

The Department of Public Instruction, Dover, Delaware (Wilson, 1972), is in the process of implementing a program on an experimental base. The

central theme of this experimental program is the early identification of students encountering difficulties in making adjustments in the work environment.

Indiana's Department of Education (Hodgson, 1972) reported plans similar to Delaware. Also, if a student is terminated from his job because of inappropriate entering behavior, he is usually counseled by the school's personnel to determine what is needed by the student to make him successful. This may include enrolling him in vocational shop class or some specialized work experiences through technical related theory classes. Similar approaches were reported by Wisconsin (Searle, 1972), Wyoming (Black, 1972), Hawaii (Wakul, 1972), and Oklahoma (Robinson, 1972).

Memphis City Schools (Tucker, 1973) alternate approaches to preparing distributive education student-learners for the world of work is based on the concept of granting credits that may be applied toward meeting requirements for graduation. One of the following policies applies if a student does not receive a minimum of 450 hours of work experience during a period of 30 school weeks:

1. The student continues his one hour per day in classroom instruction and is assigned simulated experience (Vocational Project Method) and earn two units of credit.
2. If number one cannot be met, the student may continue one hour per day in classroom instruction and receive one unit of credit.
3. If the student does not make a satisfactory effort to accept on-the-job placement, or fails to make the necessary effort to retain his training station, serious consideration should be given to transferring the student into a program that will better fit his interest and needs.

Eight on-site situations were made by the project staff. The first of these eight visits was made to a State Division of Vocational and Technical Education. In discussing alternate approaches, the Director stated that at the present time there was not any attempt at the state level to initiate alternate approaches. For the most part, this is left to the local coordinator of cooperative programs. However, the Director indicated that g idance and counseling will be emphasized in all cooperative programs. The strength of the program may lie in the counseling approach. The Director stated each student will be properly screened prior to enrolling in the program. In this way possible problems can be identified and corrective actions may be taken prior to the student going into a training situation.

A local school district which had started its program one year prior was visited by a member of the project staff. The coordinator of the cooperative education program indicated that because of the limited number of enrollees (20) possible problems could be identified after their first occurance. Due to the small enrollment and location of the on-the-job training activities, the coordinator was able to visit each student and the student's work supervisor weekly. If during the course of the weekly evaluation by both the coordinator and work supervisor, all potential problems can be identified and corrective actions can be taken immediately. The coordinator indicated that because of his low enrollment and cooperation on the part of the work supervisor there has not been a need for possible alternate approaches. Perhaps, this is due to the fact that the program has only been in operation for one year. In concluding the discussion, he recommended that in order for a program to be both effective and efficient, coordinator-student ratio should not be

more than a ratio of 20 to 1. This made it possible to see each student and his work supervisor weekly.

A third local program was visited in which the coordinator emphasized that each student who anticipated enrollment in a cooperative program would enroll in a simulation program. In this program emphasis is placed on the student's behavior in a role playing situation. The student is presented with both pleasant and unpleasant situations and he is to react to this situation. His response is critiqued by both his classmates and the coordinator. Similar and different situations are presented and each student is to respond. Upon entering the work environment, each studies is to bring to the general related theory class situations he was confronted with during the course of his work activities. He presents his reaction to the situation to the class and the students questioned him on his course of action. The coordinator stated that this approach solved many problems that would otherwise occur over and over again.

Central Kansas Area Vocational Technical School (Hoffmeier, 1973) distributive education coordinator reports four alternate approaches in case of students' termination. They are: a) enrollment as full-time students through additional courses related to distributive education (i.e., mathematics); b) students may be placed on individual projects in the afternoon that are geared to all facets of business; c) simulations are often used by teachers to recreate the world of work in the classroom; and d) one of the most successful seems to be the Merit Award Program. It lets students select their own projects, and when completed can apply for an award depending upon the amount of work they have invested. This will serve as a motivator to encourage all students to put forth their best effort in completing the task.

BEST COPY AVAILABLE

This review of on-going alternate approaches presently utilized by many schools' systems does not present clear cut methods of providing experiences that contribute to the student-learners occupational choice and subsequent preparation for the world of work. For the most part, alternates discussed are suited for individual cases. Not any of the information discussed presents details on what alternate is most appropriate for a given student. Presumably, it is left to the judgment of the administrative staff as to what alternate is best suited for a given student. Of all the alternates discussed, the simulated program appears to be the one most widely used. Where possible, students whose on-the-job training activities correspond closely with in-school activities are funneled into the in-school program. The results of alternative approaches reviewed here, indicate that at this time there is no one approach suited to all situations.

In two other local programs the CVE students are enrolled in an allied in-school class. Such classes would be home economics, industrial arts, business education subjects, vocational agricultural or other vocational type courses. The students would then be released from this class to go to their training stations to work rather than report to this class period. The students are expected to keep up with all homework assignments required in the in-school class while they are released. Thus if for any reason there is a work interruption the students merely go back to the in-school activity from which they had been released. The homework requirement kept the student abreast of the activities which were happening in the in-school program thus fit back into the program with relative ease. The major problem here is in identifying in-school activities which would most nearly be in line with the students career objectives and with the training

stations' activities. Though there was rarely a perfect correlation between the in-school and the on-the-job activities no student loses credit or school due to work interruption in this program.

In another school system, work interruption was the rule and not the exception. This was a mountain resort area in New Hampshire where the students worked in the late fall, winter and early spring in winter related activities such as snowmobiling, skiing resorts, road clearance and maintenance, etc. In the late spring, summer and early fall the students worked in summer related activities such as golf courses, sports activities and other tourist type jobs. This community though somewhat unique took a different approach to the work interruption. Through a survey of the employers, it was found that there was several common training activities which most all training stations required. This was in the area of basic electricity and basic small engine repair. Thus, when the students were between the training stations they concentrated on individualized instruction in these two areas.

The areas chosen for sight visitations were all recommended by their respective state supervisors of Cooperative Vocational Education as having outstanding programs and ones who have solved the many problems we were addressing. There were common elements with in each of these programs They were very enthusiastic CVE coordinators and had a low student-teacher ratio, never more than one to forty-five. In most cases the coordinators felt that many of their problems could be eliminated by close on-the-job supervision. The coordiantors in these programs visited their students no less than once every two weeks during the total program. Though this does not solve all the problems involved in work interruption it does solve the vast majority of problems dealing with personal, social and in job adjustment areas. The coordinators visited felt very strongly that the problem

of work interruption could be held to a minimum with proper on-the-job supervision by qualified CVE coordiantors.

SUMMARY

BEST COPY AVAILABLE

RECOMMENDED ALTERNATE APPROACHES

The results of this project were developed through feedback from cooperative vocational education consultants in various State Departments of Education throughout the United States. Several programs are identified by these state staff people as model programs and having solved the problems we were addressing.

The project staff had an on-site visitation to each of the model programs identified. In general, the problems were usually of an individual nature thus little has been done across the country in identifying or establishing a permanent alternate plan. The following is a list of suggested activities which were discovered by the investigators.

1. When work is interrupted or terminated for any reason there is general agreement that the teacher-coordinator should try to relocate the student in another educational rewarding situation.
2. When work interruption is for a short period of time there are several possible options:

    a) Where there is a school based shop class which is closely allied with the student's career objectives, he can be transferred into this shop (class) for that period of time that he is unemployed. Prior arrangements should be made with the shop instructor.

    b) The student can be assigned projects that are related to his career objectives or assigned projects related to general education to improve himself in these subjects. These activities may be carried out possibly in the study hall under the supervision of the study hall instructor.

    c) Assign the student to in-school work activities such as a D.E. student working in the school store, a business education student working in the school administrative office typing reports for faculty and staff, or a food

BEST COPY AVAILABLE

3. When the student encounters work interruption which is for a longer period of time, a month or more, other considerations may be warranted. Where possible assign the student to a school based shop class on a permanent base. It must be remembered that in order to accomplish this task there must be easy entry to the classroom and exit to the training site.

4. In some geographical locations, work interruption is the rule rather than the exception. This is particularly true in seasonal employment. The coordinator should make prior arrangements to set up a class for those students released from work because of seasonal employment. It may also be necessary to encourage the student to look at the possibility of enrolling in work situations consistent with the seasons of the year. Possible school-based considerations are:

   a) project method that allows the student to work independently in an area of interest and not lose credit for this activity. Suggested projects are:
      1) M.A.P. project developed and distributed by the National DECA.
      2) practical sets in business education.
      3) related projects where the student researches and writes a project paper in the area of interest.

   b) utilization of open training stations within the school such as working in the library, cafeteria, office, visual aids center or working with the custodial and maintenance departments.

   c) individualization technique. This may be accomplished via program text, and/or computer based instruction where possible.

5. If a student is released from a training station due to lack of skills or poor work behavior the problem is more complex. Each individual problem must be evaluated separately with the solution considered on an individual basis. School policy may dictate the corrective action on such misbehavior as stealing, fighting on the job or other malicious

BEST COPY AVAILABLE

mischief. The first step is to institute an evaluation board to include members from the administration, faculty, staff, and student body. This type of approach provides maximum flexibility and allows for the best possible solution to the student's problem. The recommendations might be to:

a) have student enrolled in a shop class to acquire the needed skills before returning to work or locate an employer who is willing to take on the student and provide him with the necessary skills.

b) improve the student's poor work habit by providing remedial work activities. There are commercially available texts, references and other related information on this subject.

c) transfer the student into a sheltered workshop program such as Goodwill Industries, the vocational rehabilitation, special education or other programs designed to improve the employability of the affected student.

d) set up work session with the guidance department, school psychologist, and coordinator to aid the student in understanding himself and his needs. This may be accomplished through role playing, group guidance activities, as well as individual sessions to benefit the student.

e) all in-school activities designed to make students employable should be under direct supervision of the school's faculty.

There are many variables with which the coordinator must work in determining which course of action is appropriate. The variables, other than those relating to the student and employer, will include the time of year the work is interrupted, the total employment level of the community, and the general economic condition of the area. There is general agreement that the teacher-coordinator should be assigned only a significant number of students that he is capable of supervising. In this way, the coordinator is able to make frequent visits to the training stations to discuss with the students and employer the present situation and how the coordinator may be of help in aiding the student to make further work adjustments in the future.

RESOURCE PEOPLE

Following is a list of people who have contributed through letters or personal visitations to this publication. We are deeply indebted.

Fred P. Black, State of Wyoming, Department of Education, Cheyenne, Wyoming.

James D. Bowman, State of Montana, Office of the State Superintendent, Helena, Montana.

Charlie Briggins, Cooperative Education Coordinator, State of Alabama, Huntsville, Alabama.

Robert Burrill, Cooperative Vocational Education Coordinators, State of New Hampshire, Colebrook, New Hampshire.

Eva S. Carr, State Supervisor of Distributive Education, Alabama State Division of Vocational Education, Montgomery, Alabama.

Robert DiCarlo, Commonwealth of Massachusetts, Department of Education, Boston, Massachusetts.

Robert Hayden, Cooperative Education Coordinator, State of Alabama, Florence, Alabama.

Richard Henley, Teacher-Coordinator, State of New Hampshire, Dover, New Hampshire.

Carol Ann Hodgson, State of Indiana, Division of Vocational Education, Indianapolis, Indiana.

Lynn Hoffmeier, Central Kansas Area Vocational Technical School, Hutchinson, Kansas.

Ed B. Hudgens, State of Tennessee, Department of Education, Nashville, Tennessee.

Lester B. Kesterson, State Department of Education, Division of Public Schools, Jefferson City, Missouri.

Ralph C. Neal, State of Ohio, Department of Education, Columbus, Ohio.

Edward R. Roberts, Santa Ana Unified School District, Santa Ana, California.

Harry A. Robinson, Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma.

William N. Rowland, State of New Hampshire, Department of Education, Concord, New Hampshire.

A. Gary Searle, State of Wisconsin, Department of Public Instruction, Madison, Wisconsin.

Don Strait, Kansas State Department of Education, Topeka, Kansas.

Dwayne Tucker, Board of Education, Memphis City Schools, Memphis, Tennessee.

Ralph Van Horn, Vocational Director, State of New Hampshire, Penacook, New Hampshire.

John C. Wilson, State of Delaware, Department of Public Instruction, Dover, Delaware.

Lawrence Wakui, Leeward Community College, University of Hawaii, Pearl City, Hawaii.

PROJECT EVALUATION TEAM

Charles Crosson, Jr., Berkshire Mall, Reading, Pennsylvania.

William Fisk, Berks AVTS, West, Leesport, Pennsylvania.

David McCullough, Chief, Adult Education Division, State Department of Education, Augusta, Maine.

Anthony Pitale, State Department of California, Department of Education, Los Angeles, California.

REFERENCES

Banathy, Bela H. Instructional Systems. Belmont, California: Fearon Publishers, 1968.

Black, Fred P. "Letter on Alternate Approaches." Cheyenne, Wyoming: The State of Wyoming Department of Education, August 2, 1972.

Campbell, Robert E. and Vetter, Louise. Career Guidance. Columbus, Ohio: ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, Information Series No. 45, August, 1971.

Corrigan, Robert E., and Kaufman, Roger A. Why System Engineering. Palo Alto, California: Fearon Publishers, 1965.

Evans, Rupert N. Foundations of Vocational Education. Columbus, Ohio: Charles E. Merrill Publishing Company, 1971.

Flanagan, John C. "Functional Education for the Seventies," Phi Delta Kappan. Vol XLIX, No. 1, September, 1967, pp. 27 - 32.

Hayman, John. "The System Concept in School Research and Evaluation." Chapter 3, Unpublished manuscript.

Hodgson, Carol Ann. "Letter on Alternate Approaches." Indianapolis: State of Indiana Division of Vocational Education, August 3, 1972.

Hoffmeier, Lynn. "Letter on Alternate Approaches," Hutchinson, Kansas: Central Kansas Area Vocational Technical School, January 29, 1973.

Kemp, Jerrold E. Instructional Design. Belmont, California: Fearon Publishers, 1971.

Law, Gordon F. Cooperative Education: Handbook for Teacher-Coordinators. Chicago: American Technical Society, 1970.

Mager, Robert F. and Beach, Kenneth M., Jr., Developing Vocational Instruction. Belmont, California: Fearon Publishers, 1967.

Michel, William. "Letter on Alternate Approaches." Baltimore: Maryland State Department of Education. July 31, 1972.

Robinson, Harry A. "Letter on Alternate Approaches." Stillwater: Oklahoma State Department of Vocational and Technical Education, July 31, 1972.

Searle, A. Gary. "Letter on Alternate Approaches." Madison: State of Wisconsin Department of Public Instruction, August 1, 1972.

Tucker, Dwayne. "Letter on Alternate Approaches." Memphis: Board of Education, Memphis City Schools, January 30, 1973.

Wakui, Lawrence. "Letter on Alternate Approaches." Pearl City, Hawaii: University of Hawaii, Leeward Community College, August 3, 1972.

Wilson, John C. "Letter on Alternate Approaches." Dover: State of Delaware Department of Public Instruction. July 17, 1972.